POEM

GRADES 4 - 8

The writer of a proficient poem demonstrates most or all of the following skills:

AUDIENCE/PURPOSE
- meets the reader's needs and expectations by adhering to the conventions of poetry
- focuses on the purpose (e.g., paint a picture, re-create a feeling, tell a story, capture a moment, evoke an image, show an extraordinary perception of the ordinary)
- narrows topic
- uses an individual voice
- creates a title which captures the essence of the piece and creates reader interest

IDEA DEVELOPMENT/SUPPORT
- uses sensory details
- uses poetic devices (e.g., simile, metaphor, personification, imagery)
- creates a mood
- does not sacrifice meaning for rhyme

ORGANIZATION
- maintains coherence and unity
- arranges the poem using white space, line breaks, and shape to enhance meaning

SENTENCES
- uses line breaks effectively
- employs rhythm, melody, and perhaps rhyme

LANGUAGE
- makes language choices based on economy, precision, richness, surprise, impact on the reader
- uses descriptive language
- uses strong verbs and precise nouns
- uses figurative language

CORRECTNESS
- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- departs legitimately from standard correctness to enhance the meaning of the poem

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

On an Autumn Afternoon

On an autumn afternoon~

Golden leaves
Drift lazily
Into a sparkling fountain,

Barren branches
Peek through colored leaves
In the afternoon light,

Twisted tree trunks
Cast dark shadows
Over lonely lampposts,

Lonely lampposts
Wait quietly
For night to come,

Towering skyscrapers
Loom mightily
In the dazzling sunlight,

Burning afternoon sun
Shines blindingly
Over the town below,

Flashing windows
Glisten throughout
The Windy City.

On an autumn afternoon~

GRADE 4 - POETRY

On an Autumn Afternoon

• creates a title which captures the essence of the piece and creates reader interest

• narrows a topic

On an autumn afternoon~

Golden leaves
Drift lazily
Into a sparkling fountain,

• focuses on purpose (capturing a moment)

• uses imagery

Barren branches
Peek through colored leaves
In the afternoon light,

• meets the reader's needs and expectations by adhering to the conventions of poetry

• uses descriptive language

Twisted tree trunks
Cast dark shadows
Over lonely lampposts,

• Creates a mood

Lonely lampposts
Wait quietly
For night to come,

• makes language choices based on economy

• maintains coherence and unity

Towering skyscrapers
Loom mightily
In the dazzling sunlight,

• uses strong verbs

• uses sensory details

Burning afternoon sun
Shines blindingly
Over the town below,

Flashing windows
Glisten throughout
The Windy City.

On an autumn afternoon~

Next Lessons
* departing legitimately from standard correctness

GRADE 4 - POETRY

November 3, 2006

Home Run Hit

Playing little league
standing on home plate
clasping the metal bat
practicing swings
looking at the ball

Hitting the baseball
BANG!
flying high into to the light blue sky
gazing at the ball shrinking
running to first base

Second base here I come
darting like a speedy bullet being fired out of a gun
the ball still soaring in the sky
hovering over our heads

Sprinting over to third base
gazing at the other team
thinking if I should steal home
or give up and stay

Now heading back to home base
going to win the game
thinking
please don't tag me with the ball
or I will get out in disgrace

Sliding into home plate
dust in the air
cheering teammates
sweeping me off my feet
chanting
Home run Hit! Home run Hit!
carrying me toward the cheering crowd
WINNING THE GAME!

GRADE 4 - POETRY

November 3, 2006

Home Run Hit

• Creates a title which captures the essence of the piece and creates reader interest

Playing little league
standing on home plate
clasping the metal bat
practicing swings
looking at the ball

• uses white space to enhance meaning

• uses descriptive language

Hitting the baseball
BANG!
flying high into to the light blue sky
gazing at the ball shrinking
running to first base

• focuses on the purpose (telling a story)

• uses strong verbs

Second base here I come
darting like a speedy bullet being fired out of a gun
the ball still soaring in the sky
hovering over our heads

• uses simile

Sprinting over to third base
gazing at the other team
thinking if I should steal home
or give up and stay

• uses precise language

• meets the reader's needs and expectations by adhering to the conventions of poetry

Now heading back to home base
going to win the game
thinking
please don't tag me with the ball
or I will get out in disgrace

• uses an individual voice

• maintains coherence and unity

Sliding into home plate
dust in the air
cheering teammates
sweeping me off my feet
chanting
Home run Hit! Home run Hit!
carrying me toward the cheering crowd
WINNING THE GAME!

• uses imagery

Next Lessons
* using correct end punctuation in poetry